

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The importance of reading comprehension has been widely acknowledged by researchers and experts. Eskey (1970) argues that the ability to read the written language at a reasonable rate and with good comprehension is recognized to be as important as oral skill. It is important, not only for understanding text, but also for broader learning, success in education, and employment (Oakhill, Cain, & Elbro, 2015). Without the skills of reading comprehension and the motivation for reading to learn, the students' academic progress is limited (Guthrie et al., 2004). Yet, most importantly it is considered paramount because it is one of the ultimate objectives of reading itself (Alsamadani, 2011; Oakhill, Cain, & Elbro, 2015).

Moreover, the urgency of having good comprehension during reading is relevant for high school students particularly in Indonesian context. It is pertinent since reading comprehension is one of the aspects that is tested during the National Examination, one of the determinant factors of student's graduation. Widiasih (2013) asserts that the comprehension questions take a big portion in the national examination which is comprised of 75% of all questions. Because of this, the government in the statement of passing competence standard (SKL) emphasizes that students are required to comprehend different types of genres (BSNP, 2006).

Despite the importance of reading comprehension, the student's actual reading comprehension is far from satisfactory (Hamra & Syatriana, 2010). The preliminary observation conducted in the research site also confirmed the similar problems. The students still struggle to comprehend the given text. They have difficulties in determining main ideas of the texts, comprehending the meaning of vocabularies, or identifying the specific information. Referring to this, it is

reasonable to figure out the alternatives that may facilitate students become successful readers that have capacity to comprehend the text.

Literatures of teaching reading have acknowledged and introduced numerous teaching methods and techniques that can be applied to teaching reading comprehension. These teaching procedures are usually classified based on the objectives of the instruction. According to Liang and Dole (2006), teaching reading comprehension emphasizes two major concerns: 1) instruction that focuses on helping students understand the content of a text, and 2) instruction that focuses on comprehension strategies to help students understand all texts. Currently, much more attention is being paid to the second category, which is often referred to as “comprehension strategy instruction” (Liang & Dole, 2006). It is also confirmed by National Institute of Child Health and Human Development who states that “the past two decades of research appear to support the enthusiastic advocacy of instruction of reading strategies” (2000, pp. 4-46).

Numerous advantages of this strategy instruction have been put forward by some researchers and experts. Palinscar and Brown (1984) argue that strategy based instruction helps struggling students be more aware of how to learn, use and develop control over learning strategies. Such awareness may help students become independent readers that can cope with the kinds of comprehension problems (Pearson, 1982).

There are several different strategy-based instruction frameworks that are postulated to promote students’ comprehension. One of which and to which this study mainly concerns with is CSR. CSR which stands for Collaborative Strategic Reading is a framework originally developed to help students with learning disabilities to comprehend the text (Liang & Dole, 2006). Klingner and Vaughn (1998), the main proponents of this strategy, describe CSR as a teaching technique for teaching students’ reading comprehension, building vocabulary, and working together cooperatively.

Numerous studies have been intensely conducted to capture the effect of CSR on reading comprehension, particularly, with students disabilities (Boardman et al., 2016; Seacrist, 2012; Vaughn & Klingner, 1999) refugee English language learners (Lee, 2016), and regular students (Puspita, Tasnim, & Ariyanto, 2013; Putri, Ohoiwutun, & Wahyudin, 2015; Sari & Tamah, 2015; Ziyaeemehr, 2012). Beside focusing on reading comprehension, some studies also concerned with the effect of CSR on students' reading anxiety (Abbasnezhad & Zoghi, 2016), students' persuasive writing (Standish, 2005), students' vocabulary (Barberio, 2005), and students' self-directed learning (Mendieta et al., 2015).

Moreover, another variation was pursued such as investigating the effect of CSR on reading comprehension and students' perception or attitude toward CSR (Chen & Lin, 2008; Fan, 2009; Gani, Yusuf, & Susiani, 2016; Karimabadi, Khonamri, & Mahdavi, 2015; Khonamri & Karimabadi, 2015; Rahman, 2015; Riani, 2013; Zoghi, Mustapha, & Maasum, 2010). The effect of CSR on other students' factors such as students' level of proficiency is potential to be investigated since most studies in Indonesian context such as (Gani, Yusuf, & Susiani, 2016; Rahman, 2015; Riani, 2013) concerned mostly with the effect of Collaborative Strategic Reading on students' reading comprehension, or on students' reading attitude. Thus, apart from investigating the effect of CSR on students' reading comprehension, this present study attempts to fill the gap by investigating the effect of CSR based on students' levels of proficiency. This study also seeks to explore students' attitude toward the implementation of CSR in reading class. It was expected that this study may shed light on the practice of teaching reading that may help promote students' reading comprehension.

1.2 Research Questions

Related to the former issues, this research attempts to answer the following questions which are formulated as:

1. Does Collaborative Strategic Reading (CSR) instruction affect students' comprehension in reading class?

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2. Does the effect of CSR vary in terms of students' levels of proficiency (high- and low-achieving students) in reading comprehension?
3. What are the students' attitudes toward the implementation of Collaborative Strategic Reading (CSR)?

1.3 Objectives of the Study

1. To investigate whether Collaborative Strategic Reading (CSR) instruction affect students' comprehension in reading class.
2. To examine whether the effect of Collaborative Strategic Reading (CSR) varies in terms of students' levels of proficiency (high- and low-achieving students) in reading comprehension.
3. To find out the students' attitudes toward the implementation of Collaborative Strategic Reading (CSR).

1.4 Significance of the Study

This recent study was expected to be advantageous theoretically, practically, and professionally. Theoretically, this study is expected to enrich the empirical support to the existing theories or literature related to teaching reading comprehension particularly through the use of the CSR method. Practically, this study is hoped to offer the useful input to the English teachers concerning the CSR technique that can be used to teach reading comprehension to the students. Specifically, learning with others in a group is more useful for low-achieving students to be a way in improving their motivation for learning English. Professionally, this study has potential to enhance teachers' awareness and motivation in teaching reading in the classroom principally teaching reading comprehension through the CSR method.

1.5 Definition of Terminologies

It is essential to put a clear definition of some key terms used in this research to prevent misunderstanding on some conceptual terms:

1. Collaborative Strategic Reading (CSR) is a type of method for teaching students reading comprehension and building vocabulary and also working together cooperatively which consists of preview, click and clunk, get the gist, and wrap-up strategies (Klingner & Vaughn, 1998).
2. Reading comprehension is a process of readers interacting and constructing meaning from the text, implementing the use of prior knowledge, and the information found in the text (Pardo, 2004). In this study, comprehension focuses on literal, inferential, and evaluative aspects (Block, Rodgers, & Johnson, 2004).
3. Attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985). This study emphasizes the three aspects of attitude (cognitive, affective, and behavior) toward CSR instruction (Eagly & Chaiken, 1998).
4. Students' proficiency levels concerns with students' reading ability which is tested by using reading comprehension pretest. It is used to classify them as high and low achievers. They are classified based on the criteria from Paramawarti (2013) and Sudijono (2009). High achieving students referred to those who got score higher than 46.63 and low achieving students are those who gained score lower than 34.72.

1.6 Organization of the Thesis

This thesis comprises five chapters. First, chapter I presents the background of the study and the objective of the study. Besides, the research question, the significance of the study, and the definition of terminology also become a part of chapter I. Then, chapter II is divided into several discussions, which are reading comprehension concept, collaborative strategic reading stages, CSR and the 2013 curriculum, attitude theory, and previous related research. After that, it is followed by chapter III, which discusses the research methodology such as research design, population and sample, data collection procedures and data analysis procedures.

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Chapter IV describes the results of the research and discussion of the research results elaborated with existing theory and previous related research. Then, it is ended by chapter V that contains conclusions, limitation of the research, and recommendation.